



Contents of volume 83

Number 1

Regular articles

DAVID CARMEL and SHLOMO BENTIN (*Hebrew University of Jerusalem*)
Domain specificity versus expertise: factors influencing distinct processing of faces,
1–29

CHANG HONG LIU and AVI CHAUDHURI (*McGill University*)
Reassessing the 3/4 view effect in face recognition, 31–48

SILVIA P. GENNARI (*University of Maryland*), STEVEN A. SLOMAN (*Brown University*), BARBARA C. MALT (*Lehigh University*) and W. TECUMSEH FITCH (*Harvard University*)
Motion events in language and cognition, 49–79

DAVID A. LAGNADO and DAVID R. SHANKS (*University College London*)
Probability judgment in hierarchical learning: a conflict between predictiveness and coherence, 81–112

Brief articles

ALEXANDRE POUGET, JEAN-CHRISTOPHE DUCOM, JEFFREY TORRI and DAPHNE BAVELIER (*University of Rochester*)
Multisensory spatial representations in eye-centered coordinates for reaching, B1–B11

KRISTINE H. ONISHI, KYLE E. CHAMBERS and CYNTHIA FISHER (*University of Illinois at Urbana-Champaign*)
Learning phonotactic constraints from brief auditory experience, B13–B23

Number 2

Regular articles

IRIS BERENT (*Florida Atlantic University*), GARY F. MARCUS (*New York University*), JOSEPH SHIMRON (*University of Haifa*) and ADAMANTIOS I. GAFOS (*New York University*)
The scope of linguistic generalizations: evidence from Hebrew word formation, 113–139

SANDEEP PRASADA (*Rutgers University, Dartmouth College*), KRAG FERENZ (*Dartmouth College*) and TODD HASKELL (*University of Southern California*)
Conceiving of entities as objects and as stuff, 141–165

ELANOR OLDS BATCHELDER (*The Graduate Center of the City University of New York*)
Bootstrapping the lexicon: A computational model of infant speech segmentation, 167–206

Discussions

MICHAEL TOMASELLO and KIRSTEN ABBOT-SMITH (*Max Planck Institute for Evolutionary Anthropology*)
A tale of two theories: response to Fisher, 207–214

C. PHILIP BEAMAN (*University of Reading*)
Why are we good at detecting cheaters? A reply to Fodor, 215–220

JERRY FODOR (*Rutgers University*)
Reply to Beaman, 221

Brief articles

ANGELO MARAVITA (*University College, London*), CHARLES SPENCE (*Oxford University*), STEFFAN KENNETT and JON DRIVER (*University College, London*)
Tool-use changes multimodal spatial interactions between vision and touch in normal humans, B25–B34

NATASHA Z. KIRKHAM, JONATHAN A. SLEMMER and SCOTT P. JOHNSON (*Cornell University*)
Visual statistical learning in infancy: evidence for a domain general learning mechanism, B35–B42

Number 3

Regular articles

ELIZABETH M. BRANNON (*Duke University*)
The development of ordinal numerical knowledge in infancy, 223–240

LAURIE R. SANTOS, GREGORY M. SULKOWSKI, GEERTRUI M. SPAEPEN and MARC D. HAUSER (*Harvard University*)
Object individuation using property/kind information in rhesus macaques (*Macaca mulatta*), 241–264

PEGGY LI and LILA GLEITMAN (*University of Pennsylvania*)
Turning the tables: language and spatial reasoning, 265–294

- JAMES R. BROCKMOLE and RANXIAO F. WANG (*University of Illinois*)
Switching between environmental representations in memory, 295–316

Brief articles

- YUKO MUNAKATA, DAVID BAUER, TRACY STACKHOUSE, LAURA LAND-
GRAF and JENNIFER HUDDLESTON (*University of Denver*)
Rich interpretation vs. deflationary accounts in cognitive development: the case of
means-end skills in 7-month-old infants, B43–B53

- KAREN WYNN, PAUL BLOOM (*Yale University*) and WEN-CHI CHIANG (*National
Chung-Cheng University*)
Enumeration of collective entities by 5-month-old infants, B55–B62

- KYOUNG-MIN LEE and SO-YOUNG KANG (*Seoul National University*)
Arithmetic operation and working memory: differential suppression in dual tasks,
B63–B68

Books received in 2001, 317

Thanks to our guest reviewers of 2001, 319–320

Author index of volume 83, 321

Contents of volume 83, 323–325

the first 10 years of the 21st century, the number of students enrolled in management education programs has increased significantly. This increase is due to a variety of factors, including the growing importance of management skills in the workplace, the increasing number of students who are interested in management education, and the increasing number of students who are able to afford management education.

As a result of this increase, management education programs have become more competitive. This has led to a variety of changes in management education programs, including the development of new programs, the expansion of existing programs, and the improvement of existing programs.

One of the most significant changes in management education programs has been the development of new programs. These programs have been developed in response to the growing importance of management skills in the workplace, and they have been designed to provide students with the skills and knowledge that are needed to succeed in the workplace.

Another significant change in management education programs has been the expansion of existing programs. This has been done in response to the increasing number of students who are interested in management education, and it has allowed management education programs to serve a larger number of students.

Finally, another significant change in management education programs has been the improvement of existing programs. This has been done in response to the increasing number of students who are able to afford management education, and it has allowed management education programs to provide a higher quality of education.

These changes in management education programs have led to a variety of benefits for students, including the development of new skills and knowledge, the expansion of opportunities for students, and the improvement of the quality of education.

As a result of these changes, management education programs have become more competitive, and they have become more attractive to students. This has led to a significant increase in the number of students enrolled in management education programs, and it has led to a significant increase in the quality of management education.

These changes in management education programs have also led to a variety of challenges for management education programs, including the need to develop new programs, the need to expand existing programs, and the need to improve existing programs.

Despite these challenges, management education programs have continued to grow, and they have continued to provide a high quality of education. This is due to the growing importance of management skills in the workplace, the increasing number of students who are interested in management education, and the increasing number of students who are able to afford management education.

As a result of these changes, management education programs have become more competitive, and they have become more attractive to students. This has led to a significant increase in the number of students enrolled in management education programs, and it has led to a significant increase in the quality of management education.

These changes in management education programs have also led to a variety of challenges for management education programs, including the need to develop new programs, the need to expand existing programs, and the need to improve existing programs.

Despite these challenges, management education programs have continued to grow, and they have continued to provide a high quality of education. This is due to the growing importance of management skills in the workplace, the increasing number of students who are interested in management education, and the increasing number of students who are able to afford management education.

